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Latinos in Massachusetts Public Schools: Revere

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Latinos in Massachusetts Public Schools

Revere

by Michael Berardino

April, 2015

THE MAURICIO GASTÓN INSTITUTE
FOR LATINO COMMUNITY DEVELOPMENT
AND PUBLIC POLICY

Revere

This report provides a snapshot of current educational outcomes for Latino students in the city of Revere. It is based on publicly available data from the Massachusetts Department of Elementary and Secondary Education (MADESE) that have been analyzed for the community by the Gastón Institute. Using the ethno-racial categories assigned by MADESE, the report focuses on demographic trends and the most recent educational outcomes of Latino students relative to other ethno-racial groups in the school district and to students statewide. The report has three sections:

The first section illustrates the demographic shift occurring in the Revere Public Schools. Even as enrollment has shrunk among White students, the number of Latino students has almost doubled in the past ten years.

The second section compares the performance of Latino students in Revere on the Massachusetts Comprehensive Assessment System (MCAS) tests with the performance of all students statewide and other ethno-racial groups in Revere. While slight disparities remain, the achievement gap between Latino and White students has been shrinking substantially in recent years. Latino students in Revere have made especially large improvements on the Grade 10 English Language Arts, Math, and Science/Technology/Engineering tests.

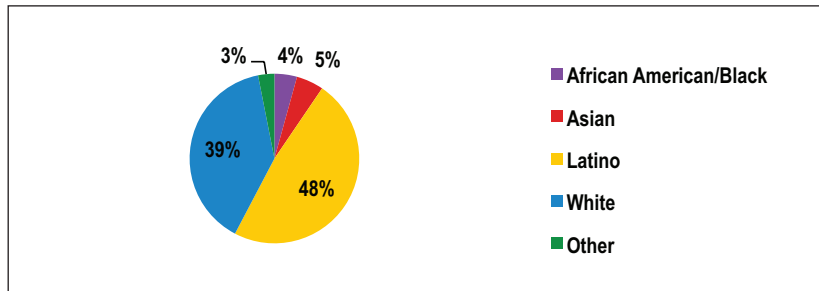
The third section shows Latino graduation, dropout, and college enrollment rates, relative to White students in the district and to all students statewide. Here too, while the data show marked discrepancies between Latino and White students in Revere, they also show a narrowing of the gaps in recent years. The Latino graduation rate has notably risen, and the decline of the Latino dropout rate has been equally clear.

Notes

¹ While analyzing and presenting the data using MADESE's ethno-racial categories, we use the term "Latino" rather than "Hispanic."

Demographics

Figure 1. Ethno-Racial Composition of Revere Public Schools, SY2015



Source: MADESE (n.d.). *Enrollment Data*.

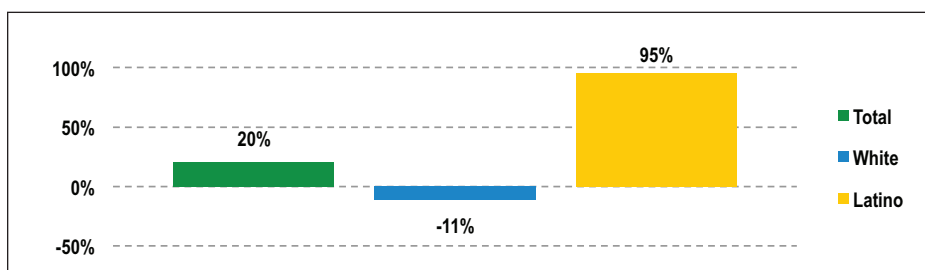
Revere is the twentieth largest public school district in the state with 7,025 students in SY2015.² A great majority (78%) of its students are classified as low-income, the ninth highest percentage among all school districts in the state.³ More than half (54%) of students in Revere spoke a language other than English as their first language and 16% are classified as English Language Learners (ELLs), the fifth and sixteenth highest proportions among all districts in the state. As seen in Figure 1, Latino students are the largest student group in the district: the 3,386 Latino students represent 48% of the total enrollment in Revere, the sixth highest proportion in the state. White students make up 39% of the district, Asian students 5%, African-American/Black students 4%, and all other ethno-racial groups together 3%. As seen in Figure 2 below, from SY2006 to SY2015 the overall number of students in the district increased by 20%. Over this period, the number of White students decreased by 11%, while the number of Latino students almost doubled, increasing by 95%.

One-fifth (20%) of the Latino students in Revere are classified as English Language Learners (ELLs). While specific information about the ancestry of the Latino students in Revere is not available, the American Community Survey estimates that 32% of Latinos in Revere are of Salvadoran heritage, 24% of Colombian heritage, 12% of Puerto Rican heritage, 7% Guatemalan, 6% Mexican, 6% Honduran, 4% Dominican, and the remaining 10% of other Latino heritages (ACS, 2014).

² SY refers to the ending year of the school year. For example, SY2014 is the school year that began in September of 2013 and ended in June of 2014.

³ As compared to all non-charter school districts in Massachusetts.

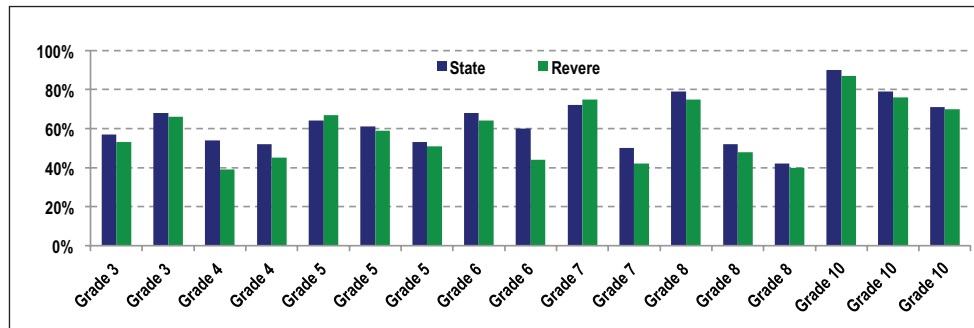
Figure 2: Change in Student Enrollment, Revere Public Schools, SY2006 to SY2015



Source: Author's calculations based on MADESE (n.d.). *Enrollment Data*.

II. MCAS Performance

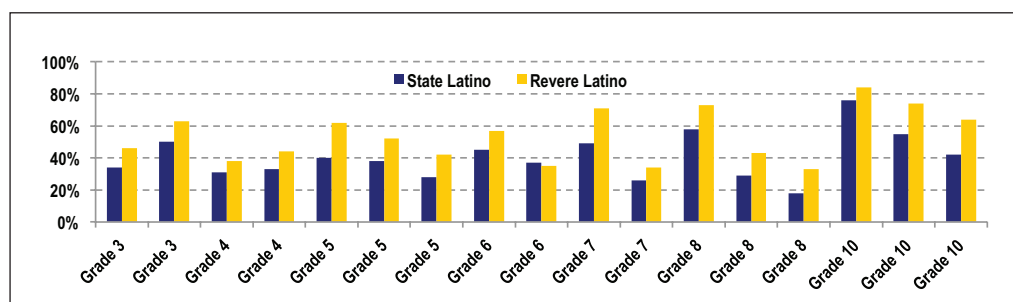
Figure 3: Percentage of All Students Scoring “Proficient” or Higher on MCAS Tests by Grade and Subject, SY2014



Source: MADESE (2014). *MCAS Tests of Spring 2014, Percent of Students at Each Achievement Level for Revere.*

As evidenced by Figure 3 above, Revere as a district performs comparably to statewide averages on the standardized tests in the Massachusetts Comprehensive Assessment System (MCAS). Figure 3 shows the percentage of all students in Revere and all students statewide who scored “Proficient” or higher on the 2014 MCAS tests in English Language Arts (ELA), Math, and Science/Technology/Engineering (STE). On most tests across all grades, the proficiency rates in Revere are slightly below statewide rates; on only two tests (Grade 5 ELA and Grade 7 ELA) did Revere have a higher proficiency rate than the statewide rate. However, comparing Latino students in Revere to Latino students statewide, Figure 4 below shows that Latino students in Revere had a higher proficiency rate than the statewide Latino rate on all tests in SY2014 except the Grade 6 Math test.

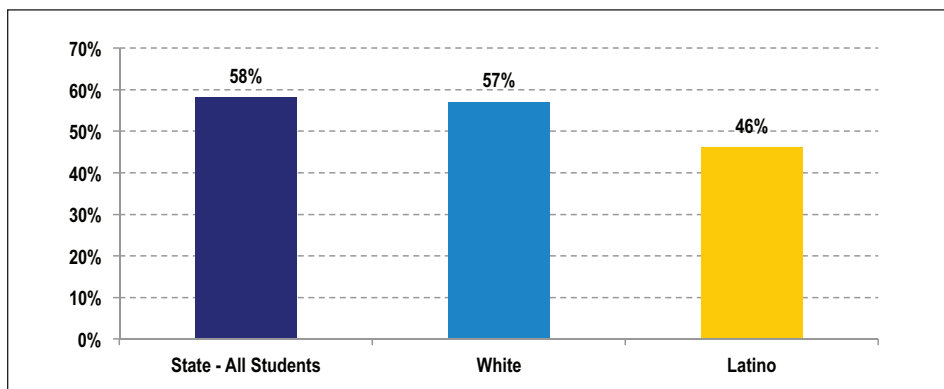
Figure 4: Percentage of All Latino Students Scoring “Proficient” or Higher on MCAS Tests by Grade and Subject, SY2014



Source: MADESE (2014). *MCAS Tests of Spring 2014, Percent of Students at Each Achievement Level for Revere.*

The following section highlights the performance by Latino students in Revere on the Grade 3 Reading and Grade 10 ELA, Math, and STE tests, all important performance measures. Grade 3 Reading is considered an important measurement for academic preparation, because the end of third grade marks the time when students go from “learning how to read” to “learning from reading.” The Grade 10 MCAS tests are also important as a metric of preparation for participation in post-secondary education. Furthermore, all students in Massachusetts are required to pass the Grade 10 ELA, Math, and STE MCAS tests in order to qualify for a high school diploma. Test results for Latinos in Revere are compared to those for White students in Revere and for all students statewide.

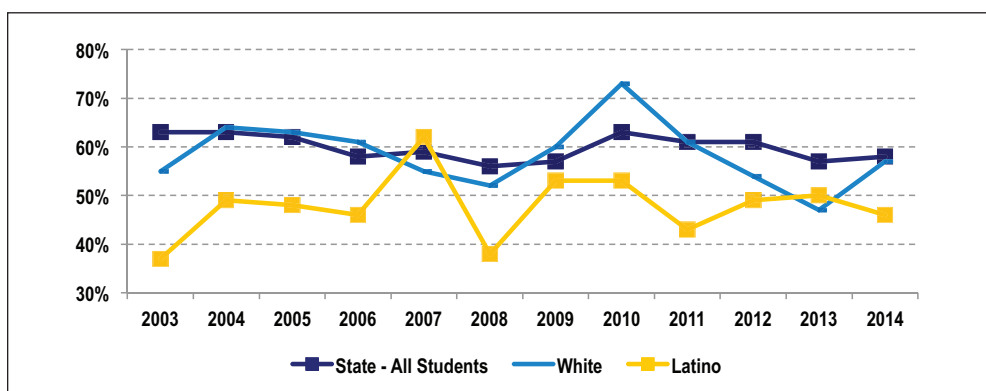
Figure 5: Percentage of Students Scoring “Proficient” or Higher on Grade 3 Reading MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

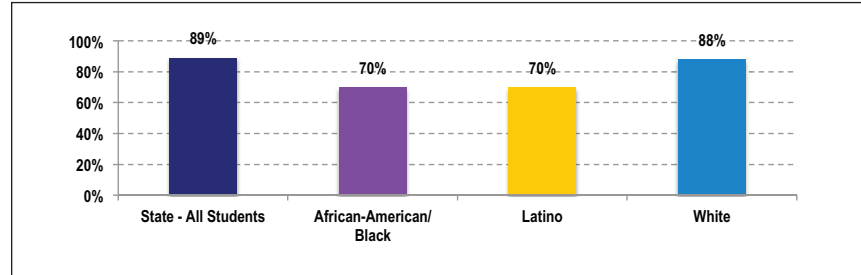
As seen in Figure 5 above, 46% of Latino students in Revere performed at “Proficient” or higher on the Grade 3 Reading MCAS in SY2014. This proficiency rate was 11 percentage points below the rate for White students in Revere and 12 points below the rate for all students statewide. Figure 6 below illustrates that the proficiency rate for Latino students has fluctuated annual, but has increased since 2003. Over this time, the White-Latino gap narrowed by 39%, while the gap with all students statewide decreased by 54%.

Figure 6: Percentage of Students Scoring “Proficient” or Higher on Grade 3 Reading MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

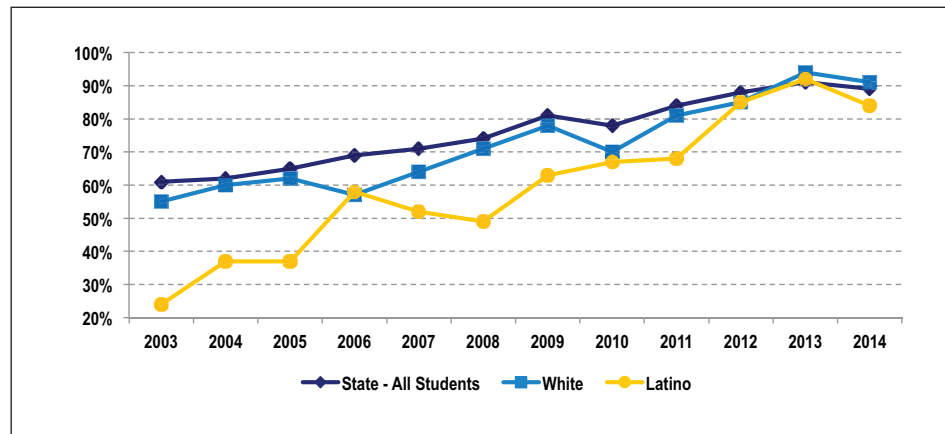
Figure 7: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*

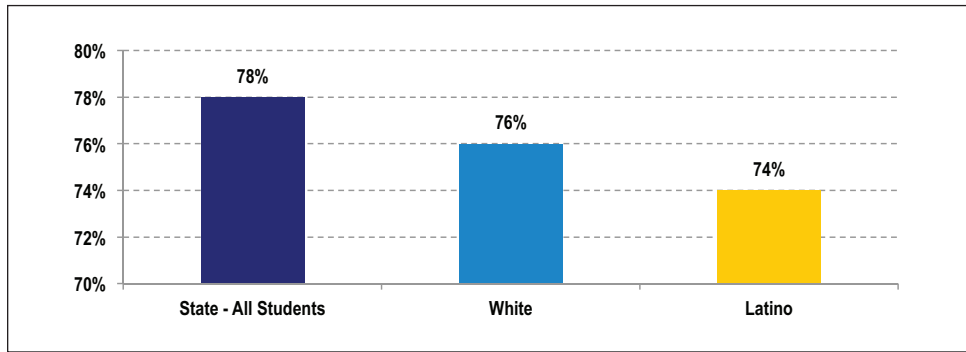
In SY2014, 84% of Latino students in Revere scored “Proficient” or higher on the Grade 10 ELA MCAS test. This pass rate was 7 percentage points lower than the rate for White students in Revere and 5 points below the pass rate statewide. This pass rate for Latino students in Revere was the third highest Grade 10 ELA pass for Latino students in districts with at least 100 Latino test-takers. As seen in Figure 8 below, the Latino pass rate in Revere has improved since SY2003, reaching a peak of 92% in SY2013. From SY2003 to SY2014, Latino students eliminated a remarkable 77% of the performance gap with White students in Revere and 86% of the gap with all students statewide.

Figure 8: Percentage of Students Scoring “Proficient” or Higher on Grade 10 ELA MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*

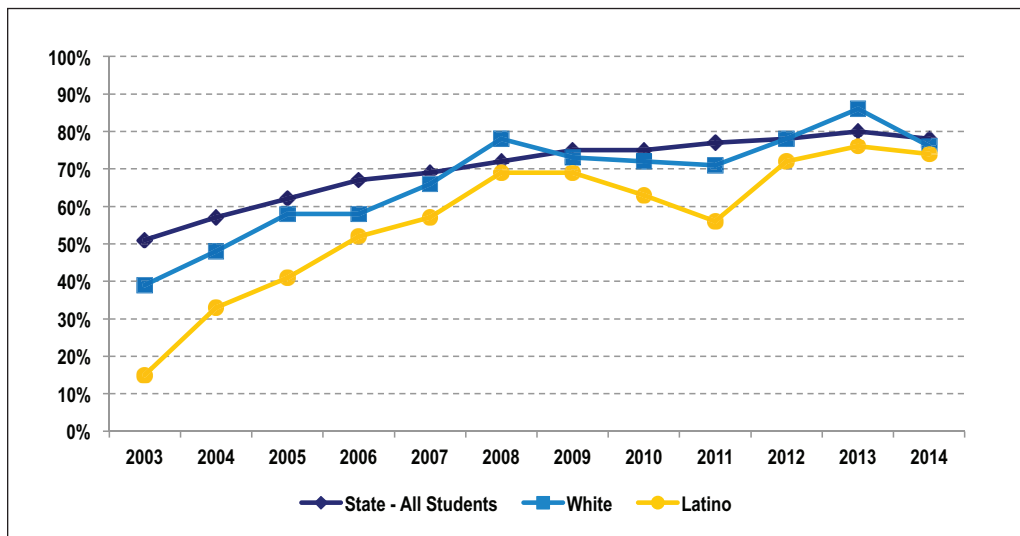
Figure 9: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

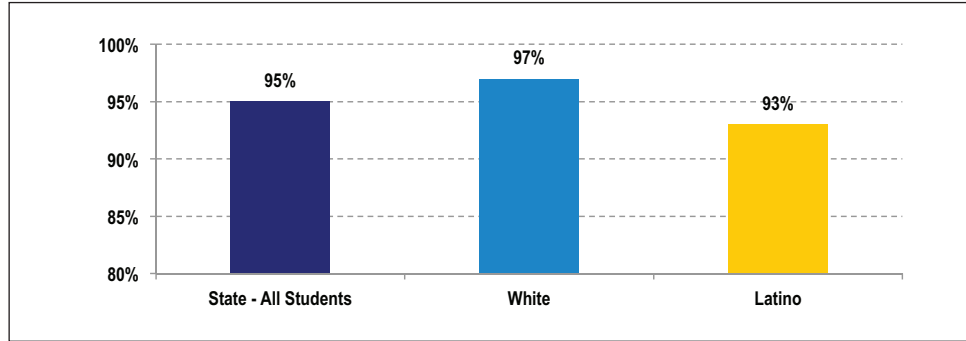
In SY2014, 74% of Latino students in Revere passed the Grade 10 Math test. As seen in Figure 9 above, this pass rate is just 2 percentage points below the rate for White students in Revere and 4 points below the rate for all students statewide. Furthermore, the Latino pass rate in Revere was higher in Revere than in any other district with at least 100 Latino test-takers. Figure 10 below demonstrates large improvements in pass rates for Latino students in Revere from SY2003 to SY2014. During those 12 years, the gap with White students in Revere narrowed by a remarkable 92% and the gap with all students statewide narrowed by 89%. In other words, the gaps almost entirely disappeared.

Figure 10: Percentage of Students Scoring “Proficient” or Higher on Grade 10 Math MCAS by Race/Ethnicity, SY2003-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

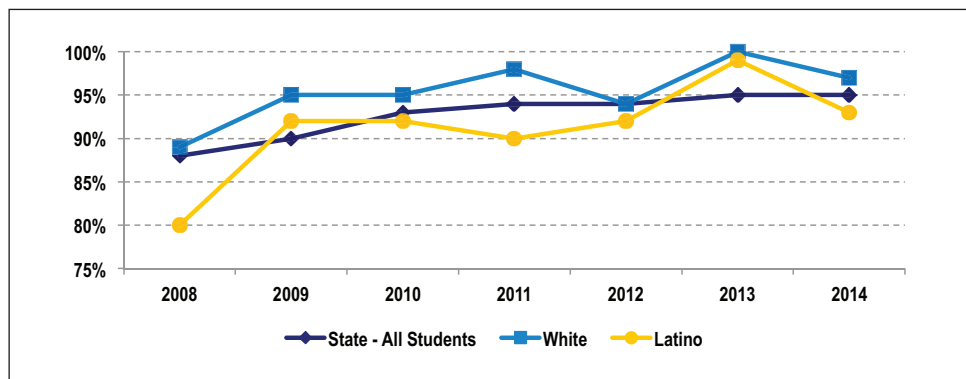
Figure 11: Percentage of Students Scoring “Needs Improvement” or Higher, Grade 10 STE MCAS by Race/Ethnicity, SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

Figure 11 illustrates that Latino students in Revere have a pass rate of 93% on the Grade 10 Science, Technology, and Engineering MCAS tests (for the STE tests, passing requires a score of “Needs Improvement” or higher). The Latino rate is 4 percentage points below the rate for White students, is only 2 points below the rate for all students statewide, and is the third highest Latino pass rate among all districts with at least 100 Latino test-takers. Figure 12 below shows that Latino students in Revere have made substantial progress on the STE tests since their introduction in SY2008, improving by 13 percentage points in only seven years. This improvement resulted in closing 56% of the gap with White students in Revere and 75% of the gap with all students statewide.

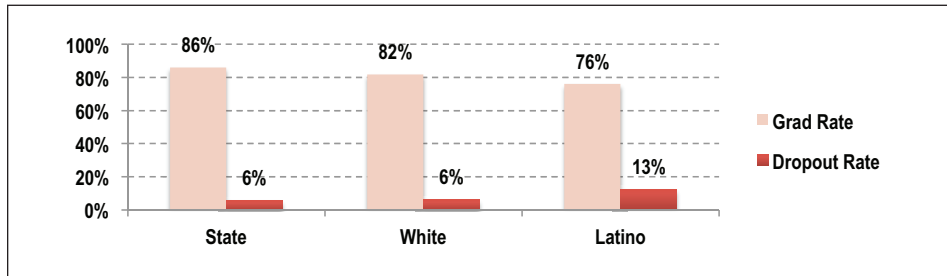
Figure 12: Percentage of Students Scoring “Needs Improvement” or Higher on Grade 10 STE MCAS by Race/Ethnicity, SY2008-SY2014



Source: MADESE (2014). *2014 MCAS Results by Subgroup by Grade and Subject*.

III. Graduation Rate, Dropout Rate, and College Enrollment Rate

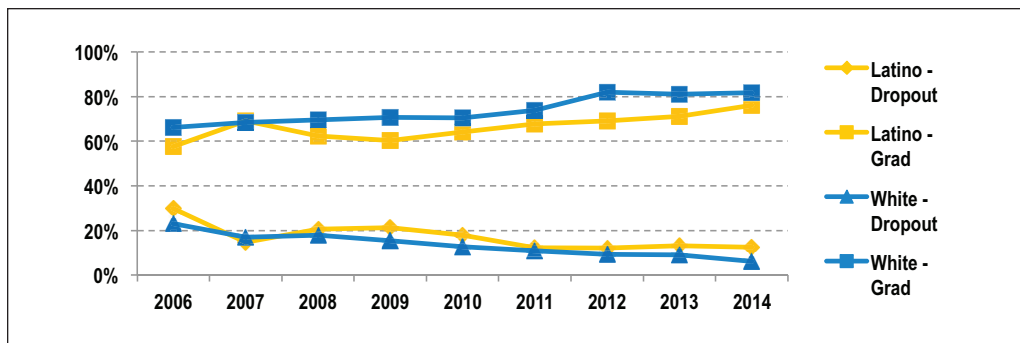
Figure 13: Four-Year Cohort Graduation Rate and Dropout Rate by Race/Ethnicity, SY2014



Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

As shown in Figure 13 above, the SY2014 four-year graduation rate for Latino students in Revere was 76% and the dropout rate was 13% as compared to a graduation rate of 82% and a dropout rate of 6% for White students in Revere and 86% and 6% for all students statewide. Despite these disparities, the Latino rates represent strong improvement over time, as seen in Figure 14 below. Between SY2006 and SY2014 the Latino graduation rate in Revere improved from 58% to 76% and the dropout rate decreased from 30% to 13%. White students in Revere made similar improvements, leaving the gaps unchanged, but the gap with all students statewide narrowed by 55% for the graduation rate and 61% for the dropout rate. It should be noted that a large proportion of Latino students are still in school after four years of high school. For instance in the class of 2013, 11% of Latino students were still in school after four years and the SY2013 five-year cohort graduation rate for Latino students was 78%, 7 points higher than the four-year graduation rate.

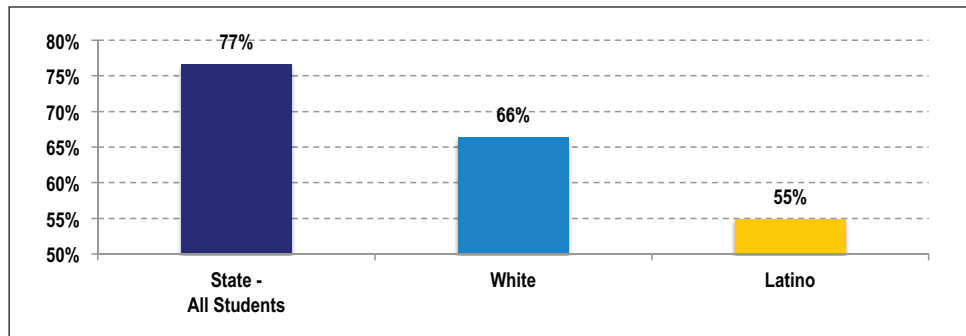
Figure 14: Four-Year Cohort Graduation Rate and Dropout Rate, SY2006-SY2014



Source: MADESE (n.d.). *Cohort 2014 Graduation Rates*.

College Enrollment

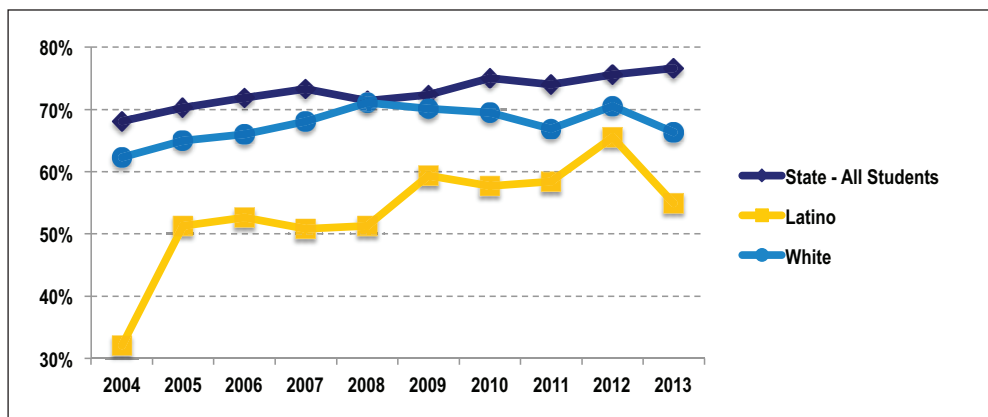
Figure 15: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2013



Source: MADESE (n.d.). *2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities*.

Among all students in Revere who complete high school, 62% enroll in an institution of higher education within 16 months of completing high school. This is 15 percentage points lower than the rate for all students statewide. As shown in the figure above, among Latino students in Revere who completed high school in SY2013, 55% enrolled in an institution of higher education within 16 months of completing high school. This was 11 percentage points below the rate for White students in Revere and 22 points behind the overall statewide rate. As seen in Figure 16 below, the 55% Latino college enrollment rate was a sharp decrease from the 66% rate in SY2012 but still represented a sharp increase from 32% in SY2004. In those ten years, Latino students eliminated 63% of the gap with White students in Revere and 39% of the gap with all students statewide.

Figure 16: Percentage of High School Graduates Attending Institutions of Higher Education within 16 Months of Completing High School, SY2004-SY2013



Source: MADESE (n.d.). *2012-13 Graduates Attending Institutions of Higher Education, All Colleges and Universities*.

Not only is there a disparity in the proportion of Latino high school students who enroll in college, but there are also differences in the types of colleges attended. In SY2013, 63% of the Latino students that enrolled in college did so in a two-year college as compared to 25% of the White college enrollees in Revere. Community colleges offer great opportunities to students, but completion rates at two-year colleges are much lower than the completion rates at four-year colleges and universities. According to the Chronicle of Higher Education (2013), only 11% of first-time Latino students at Massachusetts two-year public colleges graduate within three years as compared to the 44% of Latino students at Massachusetts four-year public colleges who graduate within six years.

Sources

American Community Survey [ACS] (2014). U.S. Census Bureau, 2009-2013 5-Year American Community Survey. Revere, MA.

Chronicle of Higher Education (n.d.). *College Completion – Massachusetts Public Colleges*. Retrieved from http://collegecompletion.chronicle.com/state/#state=ma§or=public_two

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The Mauricio Gastón Institute for Latino Community Development and Public Policy conducts research on and for the Latino population in New England. Our goal is to generate the information and analysis necessary to develop more inclusive public policy, and to improve Latino participation in the policy making process. As part of its effort to present vital information about Latinos to diverse audiences, the Gastón Institute has produced this series of demographic and educational profiles for selected cities and towns. Reports can be downloaded from www.gaston.umb.edu.

Latinos in Public Schools is a series of reports based on publicly available data from the Massachusetts Department of Elementary and Secondary Education (www.profiles.doe.mass.edu). The public school system in Massachusetts reflects the demographic shift in the diversity of the entire population. The total student enrollment has decreased over the past ten years, but during this period the state has witnessed a growing population of Latino students both in terms of overall enrollment and in proportion of total enrollment. Since the SY2006 school year, the number of Latino students in Massachusetts public schools has increased by 36% (from 125,436 to 171,096 students), rep-

resenting a jump from 13% to 18% in the proportion of all students). In contrast, during the same period the number of African-American/Black students has increased by 3%, while the number of White students has decreased by 14%. This growing Latino population in the state is experiencing an achievement gap as compared to White students. They face persistently lower pass rates on the Massachusetts Comprehensive Assessment System (MCAS), the state-required standardized tests. In addition, Latino students experience the highest dropout rate and lowest graduation rate as compared to other ethno-racial groups in the state. The growing Latino student population in many Massachusetts school districts presents these districts with a changing configuration of students and with new challenges and opportunities. We hope that this series of reports will be helpful, both to school officials and to the Latino communities of these cities and towns.

About the Author

Michael Berardino holds an M.S. in Public Policy from the University of Massachusetts Boston and is currently a Research Associate at the Gastón Institute and a doctoral candidate in Public Policy at UMass Boston's McCormack Graduate School of Policy and Global Studies. His research focuses on the impacts of language instruction and high-stakes testing policies on English Language Learners, with special attention to Latino student outcomes, school discipline, and civic engagement.